

CHAPTER V

DISCUSSION

This part covers the discussion of the research findings. For there are four research questions proposed in this study, the discussion focuses on the findings of the four proposed questions. The first discussion is about the planning of character education management to increase students' religiosity. The second discussion is about the organizing of the character education management to increase students' religiosity. The third discussion is the actuating of character education management to increase students's religiosity. Meanwhile, the last discussion focuses on the controlling of character education management to increase students' religiosity.

A. The planning of character education management to increase students' religiosity

In creating qualified students, there are many aspects which could determine their successfulness. One of them is through the organizing of management process. Management is a vital activity in every organization which includes school organization. There will be no any organization if there is no management process.

The education process, in fact, is the human investment for the country to make a progress and development. When there is a country which wants to compete with others, it has to make a strong commitment to develop the quality of its people. Qualified people cannot be produced easily. Practically,

it needs a strong commitment and long time allotment from the people who are in charge to make it comes true. One of the ways of producing such kind of qualified people is by processing them through the educational. It is in line with what Mulyasa said that a qualified person will only come out from a qualified school.¹

In increasing the students' religiosity, the principal, as a top manager, plays the most private role. He is a crucial factor to make the improvement toward students' quality. He has to be able to develop the school vision, mission, and goal; conduct the environmental analysis, develop character education management , manage school infrastructures, develop management information system, manage the personnel; do budgeting; conduct supervision; and evaluate school programs.²

As it is presented in Chapter IV, the school leaders employed a character education management with the effort to increase students' religiosity. The schools actively make evaluation and development toward school vision, mission, and goal by involving the parents as the important school clients. The schools also conduct the effective communication to support the effectiveness of the character education management .

Vision is the organization's dream about future. The schools try to reach their dream through some ways. The ways how the organization will reach its goals are described in the mission statements. The vision of both *madrasah* based schools are defined briefly. MAN 2 Tulungagung's vision is

¹ Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: Remaja Rosdakarya, 2005), 217.

² *Ibid.*,

to produce young Muslim generations who are intact, smart, capable, and environmentally aware. Meanwhile, the vision of the MA Darul Hikmah Tawang Sari Tulungagung is to produce Indonesian young generations who are smart (*alim*), good behave (*sholeh*), and intact (*kafi*).

Stacey defined vision as a picture of a future state for an organization, a mental image of a possible and desirable future that is realistic, credible, and attractive. The term mission, meanwhile, differs in that it refers not to the future but to the present. A mission is a way of behaving. Mission is concerned with the way an organization is managed today, with its purpose or reason for being. Mission is to do with here and now purpose.³

Both *madrasah* based schools set the school directions by looking at the clients' needs. The schools, even, do two kinds of programs namely *istighosah* and PKL as a means to analyze the clients' needs. Both programs are done intensively and formally managed by the schools. Analyzing the clients' needs is very important and it cannot be separated from the process of improving the students' quality as a school *business* activity. According to Scholtes:⁴

The goal should be to exceed customer expectations, not merely meet them. Your customers should boast about how much they benefit from what you do for them. To attain this goal, you must collect reliable information on what they need and want from your product or service. In doing so, you will find out whether you processes are on target. This strategy can be used to identify potential improvement projects or just to clarify a project's goals.

³ Ralph D. Stacey, *Strategic Management & Organizational Dynamics* (), 105.

⁴ Scholtes in Goetsch and Davis, *Quality Management: Introduction to Total quality Management for Production, Processing, and Services* (USA: Pearson Education Limited, 2000), 177.

Scholtes, further, stated some ways to identify the external and internal clients' need. He recommended the six-step strategies for identifying customer or client needs.⁵ First, before gathering information about client needs, it is a good idea to spend some time speculating about what might be learned. Write down what the client may need, so that the manager could compare the expectations with what is actually said. Second, decide what types of information are needed and who will be asked to provide it. Third, systematically undertaken and organized the gathered information. Fourth, the result of gathering the information, then, is analyzed carefully and objectively. Fifth, draw a conclusion and check its validity. Checking the validity could be done through selecting some clients and sharing the conclusion with them to find out whether they are agreed or not. The last, based on the final conclusions, the organization decides what need to change. Take a corrective action that can be done immediately and lay out a plan for completing any that is long-term in nature. Meet with customers and let them know what is going to be done and when.

Both of the *madrasah* based schools, as presented in Chapter IV, are also doing character education management by maximizing the existence of the parents as a part of school stakeholder. Parents are involved in developing the school directions and in designing the strategy or school program. The schools formally schedule the regular meeting to facilitate the communication between school and parents. The parents have a huge chance to control and

⁵ *Ibid.*, 179-180.

evaluate the schools' program, so that the schools are always under the control of the parents as the clients to whom the schools provide a service.

Sallis stated some keys concept in improving the quality of education. One of them is building up a good relationship with the clients. Good relationship means that the school must be adaptive toward the needs of its clients. The school must be able to provide the best strategy to make the hopes of the clients come into reality although there are many clients' need which sometimes are contradicted each other.⁶

In the UU No. 20 2003 about National Education System (SISDIKNAS), the parents have a right to participate in educational planning, implementing, controlling and evaluating the school programs. In subsection 9, even, the parents must also put their participation in supporting the educational finance.⁷

Furthermore, based on the decision of Education Ministry (*Keputusan Menteri Pendidikan Nasional*) No 044/U/2002, the broad of education and school committee could participate as: advisory agency, supporting agency, controlling agency, and mediator.⁸ As an advisory agency, the parents act as the advisor in deciding the educational policy. Meanwhile, as a supporting agency, the parents could give their support in the form of financial, thought, and or energy to conduct an education. In addition, as controlling agency, the parents have a huge chance in controlling the accountability and transparency

⁶ Edward Sallis, *Total Quality Management in Education* (Jogjakarta: Ircisod, 2011), 82.

⁷ UU No 20 tahun 2003 about SISDIKNAS in hadiyanto, *mencari sosok desentralisasi manajemen pendidikan di Indonesia* (Jakarta: Rineka Cipta, 2004), 84.

⁸ *Ibid.*, 87.

of the organizing of education. Furthermore, as a mediator, the parents facilitate the mediation between the government (executive) with the local government (legislative).

The findings show that the parents are not only being involved in supporting the educational finance but also being involved in giving the suggestion and or control toward the school programs. They, furthermore, are also being involved in setting the school directions, so that the schools are always in line with the clients' need. The school principal of MA Darul Hikmah Tawangsari Tulungagung say that:

“In developing the school vision, we actively involve the parents to gather in the activity called *istighosah* conducted every Thursday night of Kliwon (*malam Jum'at Kliwon*)”.⁹

Meanwhile, one of the subjects in MAN 2 Tulungagung say that:

“The involvement of the parents aimed at controlling the school programs. The parents were also being asked about their opinion toward certain program. Mainly, they could share their ideas, suggestions, opinions, problems, and evaluation to make the better improvement for the school”.¹⁰

Those statements imply that the parents participate in many aspect of school activity. It surely different from many phenomena occur in non *madrasah* based schools which often show the limitation of the parents participation. However, in *madrasah* based school, the parents have contributions wider than just being financial supporter. They contribute in planning, implementing, and even evaluating process.

⁹ 02-02/W/FS.20 Maret 2015

¹⁰ 01-01/W/FS.20 Maret 2015

The next findings also show that in developing the school directions as a basis for any school activity, the school together with school committee has a strong foundation to guide them in deciding the best policy. The foundation here means the spirit and identity of the school from the first of its establishment to conduct an educational activity. Besides, the strong foundation to design the strategy is also in the form of the internal and external analysis that the school had employed successfully.

Their spirit of conducting the education with the hope of seeking Allah's grant (*jihad*) gives a big influence in deciding the policy. The schools often have policy that benefited the clients. The most important client in the school is the students themselves. The schools always try their best to provide certain program which could fulfill the needs of the students. The schools simultaneously improve the students quality, both academic and non academic competence, by providing some programs focusing on the improvement of students' learning result, students' spiritual aspect (faith and belief), and students' non academic competence.

In both *madrasah* based schools, the improvement of the students' learning result are done by providing some additional learning. MAN 2 Tulungagung, for example, provides some intensive training programs focus to train the students with low learning result and to prepare the students to face SNMPTN or national selection to enter the university. While, MA Darul Hikmah Tawangsari Tulungagung provides an intensive program as the program to maintain the students' religiosity. The school also open some

entrepreneurship trainings in which the students can directly practice the theory of entrepreneurship.¹¹

Furthermore, the identity of the school as Islamic school which bring the teaching of *ahlu sunnah wal jama'ah* also provides a big impact in designing the school curriculum. All of the religion teaching subjects are in accordance with the teaching of the messenger Muhammad (pbuh).

The internal and external analysis to diagnose the school internal strength and weakness as well as the external opportunity and strength could also give contribution toward the success of the character education management . In developing the character education management , the findings show that the schools try hard to examine their internal and external environment although there was no any special analysis method such as SWOT analysis or WOTS UP analysis employed by the school. In order to study the external environment, the schools just use the technique such as *istighosah* and sending their students in the social program called PKL where the students could directly socialize with the society around. The PKL program is also aimed as the schools' social responsibility given to the society. Meanwhile, to study the internal school condition, both schools employ the internal audit as such direct meeting with the internal school members.

By conducting those activities to analyze the environment more deeply, the schools, in fact, had done the substantial activities in conducting

¹¹ 02-01/W.14 Maret 2015

successful character education management . Steinner stated some substantial concepts in deciding the best character education management which cover: (a) the people's hope of the external system, (b) the hope of the manager and teachers or staffs, (c) the data related to the result of past performance, and (d) the result of the analysis by using WOTS UP analysis technique.¹²

The next critical part in designing the character education management is that both *madrasah* based schools put their best decision in determining the strategy. They intensively decide and evaluate the master strategy to be chosen as the school strategy by involving all of school stakeholders. Shaw and Geynor sum up five ways to evaluate the planning. They are clarifying the goal, prioritizing the most important goal, discussing the draft, involving the external member to become the advisor, and conducting follow up meeting to come up with the policy.¹³

As said earlier, both *madrasah* based schools involves school stakeholders including teachers and staffs in the process of deciding the strategy. The involvement of the teachers and staffs plays an important role. They could share many informations which can be used for the schools to determine the strategy.

Dessler said that the staff role in formulating the strategy and executing or implementing the strategy. He said that the staffs can play a crucial role in helping the organizations formulate the strategies. For example, the staffs can supply competitive intelligence regarding customer needs, customer

¹² Steinner in Mulyasa, *Menjadi Kepala Sekolah Profesional ...*, 221.

¹³ Shaw and Geynor in Made Pidarta, *Perencanaan Pendidikan Partisipatori* (Jakarta: Rineka Cipta, 2005), 95.

complaints, law, and so forth. The staffs can also supply the information regarding the organization's internal strength and weakness. Meanwhile, in executing the strategy, the staffs can play a big role in executing the organization's strategy.¹⁴

In sum, the success of the character education management which really works needs the strong effort from the school management in term of setting the schools' directions which are suited with the condition of the internal and external schools. To measure whether or not the schools' directions are suited with the condition of the schools and the clients' needs, the schools have to analyze their environment carefully by involving the society.

B. The organizing of character education management to increase students' religiosity

The character education management will never give an effective contribution toward the school development in increasing the students' religiosity if it is not implemented successfully. Successful character education management means the plan that successfully implemented. Meanwhile, successful strategy organizing means the organizing of the strategy which could reach the goal of its planning.

Implementing the character education management is not easy as like reversing the hands. It needs some keys to support its effectiveness. The findings in Chapter IV show that the successful strategy organizing of the two

¹⁴ Dessler, Gary. *Management: Leading People...*, 251.

madrasah based schools are supported by the effective leadership. Effective leadership is shown by the leaders' practice in setting the school goals, organizing the staffs, building up the school culture, motivating the staffs, and building up the effective communication internally as well as externally.

Mulyasa stated some criteria of the leadership effectiveness. He said that:¹⁵

The effectiveness leadership of the school principal in Management Based School are characterized with: (1) the principal is able to develop and empower the school staffs, (2) The principal is able to finish his job on time, (3) The principal is able to build harmonious relationship between school and society, (4) The principal is able to implement a leadership which suit with the condition of the school, (5) The principal is able to work together in a management system, (6) The principal is succeed in reaching the school goals

As discussed previously, the leaders of the two *madrasah* based schools are able to set the school's direction by conducting the analysis to diagnose the condition of the internal school as well as the condition of the external environment. The leaders also maximize the participation of the parents as school advisor in deciding the schools' goals, schools' programs, and schools' evaluations.

The next critical part is the ability of the school leaders in organizing the staff. The schools put their special concern toward the schools' structure. The schools carefully develop the structure by clearly stating the job and deciding the person who is in charge with the job. The schools also prepare for the cadres with the effort of human investment for the organization. The

¹⁵ Mulyasa, *Manajemen Berbasis Sekolah* (Bandung: Remaja Rosdakarya, 2004), 126.

person for important job is selected based on their formal competence legalized with the academic background, skill, and discipline. However, the unskillful staffs are also being involved in some crucial activity to develop their skill and competence by working together with the skillful ones.

C. The actuating of character education management to increase students' religiosity

The character education management will never give an effective contribution toward the school development in increasing the students' religiosity if it is not implemented successfully. Successful character education management means the plan that successfully implemented.

Furthermore, the key success in implementing the character education management is in the term of the leadership competence in building up the school culture. Culture, in this regard, means the values shaped by the school to influence all of its member behavior. The data presented in Chapter IV show that both of the *madrasah* based schools try hard to shape and internalize the values as the unique characters of the school through some ways that are by employing the rule and designing the school code.

MAN 2 Tulungagung as a *madrasah* based school, builds up the values abbreviated in 7K consist the value of faith, safety, orderliness, cleanliness, beauty, shadiness, and brotherhood. While, MA Darul Hikmah Tawangsari Tulungagung shapes the values related to the value of being honest, discipline, Islamic brotherhood, and respect. These values are shaped by the

schools in the members' daily live as the effort to support the successfulness of the educational process in the school.

Togetherness and respect are the Islamic core values which characterize Islam. As the educational institutions which labeled themselves as Islam, both madrasah based schools surely concern in building up these values. School culture is the social glue that helps hold the school organization together by providing appropriate standards for what the members should say and do. Culture also serves as a sense making and control mechanism that guides and shapes the attitudes and behavior of employee.

Robbins defines culture as a system of shared meaning held by the members that distinguishes the organization from other organizations. He also stated that the culture performs a number of functions within an organization. First, it has a boundary-defining role; that is, it creates distinctions between one organization and others. Second, it conveys a sense of identity for organization members. Third, culture facilitates the generations of commitment to something larger than one's individual self-interest. Fourth, it enhances social system stability.¹⁶

Meanwhile, Bounds *et.al* listed some common concepts in organisation culture. They said that:¹⁷

We can begin to formulate our definition of culture with a list of factors that most definitions of the term have in common: Culture is a social

¹⁶ Stephen P Robbins, *Organizational Culture* (New Jersey: Prentice Hall International, 1998), 601.

¹⁷ Bounds, Greg *et.al*, *Beyond Total Quality Management* (Singapore: Mc-Graww Hill Company, 1994), 101.

construction: the elements of culture, such as values, beliefs, and understanding, are held in common by all group members; Culture provides members with a way of making sense of events; Culture contains customs or traditions; Within a culture, patterns of values, beliefs, expectations, understanding, and behaviors emerge and evolve over time; Culture guides behavior: customs or traditions are the glue that holds an organization together and ensure that members behave according to the norms; Each organization's culture is unique.

The ability of the leaders of the two schools is also shown in the way how they communicate the school directions (vision, mission, and goal) toward the internal and external members of the school. As it is presented in Chapter IV, both *madrasah* based schools communicate the school directions continuously through the pamphlet, billboard, calendar, and so forth. Communication is aimed at transferring the meaning among the members. The school intensively meets with the parents in an occasion called *istighosah* to communicate and share any information related to the school. Intensive communication, in fact, could build the harmonious understanding between school and its members internally and externally.

Besides that, internally, both schools try to communicate anything clearly. It is shown when the schools define clearly the school structure and emphasize the intimacy among the members to mediate the communication transparency among the members. One of the subjects says that “*I structured the school organization and clarified each job into some points including how the members should communicate when there is any problem*”.¹⁸ In addition, another subject also said that “*there is almost no boundary among the*

¹⁸ 02-01/W/IS.14 Maret 2015

*members during executing the school programs. Intimacy is a way how we can understand, control and evaluate the teachers and staffs”.*¹⁹ The statements imply that good coordination in togetherness could support the effective organization performance.

Robbins said that there is no group exists without any communication. Communication is the transference of meaning among its members. The communication is not only through transmitting meaning from one person to another that information and ideas can be conveyed. Communication, however, is more than merely imparting meaning. It must also be understood that communication must include both the transference and the understanding of meaning.²⁰

An idea, no matter how great, is useless until it is transmitted and understood by others. Perfect communication, if there is such thing, will exist when a thought or an idea is transmitted, so that the mental picture perceived by the receiver is exactly the same as that envisioned by the sender.

Robbins added the function of the communication within the organization is to control the member behavior in several ways. Organization has authority hierarchies and formal guidelines that members are required to follow. When the members, for instance, are required to first communicate any job immediately to the boss, to follow their job description, or to comply with the policies, communication is performing as a control function. Communication also fosters motivation by clarifying to members what is to

¹⁹ 01/01/W/IS.20 Maret 2015

²⁰ *Ibid.*, 310.

be done, how well they are doing, and what can be done to improve performance. The formation of specific goals, feedback on progress toward the goals, and reinforcement of desired behavior all stimulate motivation and require communication. Furthermore, communication provides release for the emotional expression of feelings and for fulfillment of social needs. The final function of communication is that the communication could facilitate the decision making. The communication provides the information that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices.²¹

In short, it can be assumed that no one of these functions should be seen as being more important than others. For organization to perform effectively, they need to maintain some form of control over the members, stimulate the members to perform, provide a means for emotional expression, and make decision choices.

Meanwhile, to improve the communication, McKinnon recommends the following strategies for improving communication skills:²²

1. Keep up to date. Managers should make an effort to stay up-to-date with new information relating to the workplace.
2. Prioritize and determine time constraints. Communicating done by prioritizing the urgent information and decide when the information can be shared accordingly.

²¹ *Ibid.*, 311.

²² McKinnon in Goetsch and Davis, *Quality Management: Introduction ...*, 332.

3. Decide whom to inform. After prioritized the information, then decide who needs to have the information. Staffs need information that will help them do a better job or that will help them fellow staffs do a better job.
4. Determine how to communicate. There are a variety of different ways to communicate: orally, in writing, one on one, in groups, and others. A combination of methods will probably be more effective than any one method taken by it.
5. Communicate and follow up. Make sure that the members have gotten the message by encouraging them to ask question for clarification.
6. Check understanding and get feedback. Check to see that the information is understood and get feedback from the members to ensure that their understanding has not changed and that progress is being made.

As said earlier, both *madrasah* based schools also make a continual communication with the parents as the school customers. It is said so since the schools are continually schedule the meeting with the parents. MAN 2 Tulungagung decides once a month parents meeting for students grade XII. Meanwhile, for students grade X and XI, the parents meeting is held once in three-month. In almost the same way, MA Darul Hikmah Tawangsari Tulungagung is also schedules a parents meeting once a month for the students' entire grade.

In short, the successful strategic organizing can happen if there are a huge support from the school leaders in building up the “warm” culture inside the school which covers the way how the school leaders organize the structure, the way how the leaders shape the school values, and the way how the leaders communicate with the members.

D. The controlling of character education management to increase students’ religiosity

In previous discussion, it is presented that the key success of the effective implementing character education management is an effective leadership which covers the leader’s competence in setting the school goal, organizing the school structure, building up the school culture, and doing communication to build up the harmonious relationship among the school members and parents (society). Effective leadership gives a broad contribution toward the leaders themselves and toward all of the school members including teachers (staffs) and students. The findings show that the organizing of character education management could give some contributions toward the students’ quality improvement. Mainly, there are in the form of the effectiveness of the educational process in the school, continuous improvement, high teamwork, minimum conflict, and high motivation.

The effectiveness of the educational process in the school is characterized by the improvement of the students’ competence academically and non-academically. The schools’ documents show that the result of their

students' score in UN or national examination, for example, is relatively improved. Besides, the number of the achievements on both academic and non academic also increases from year to year.²³ It shows that the educational processes in both *madrasah* based schools are effective.

The development of the result of educational process in the school is a response toward a good understanding of the school in diagnosing and evaluating its condition. During the organizing of the character education management, the schools simultaneously evaluate the running program with the help of all school members and also the parents. As a result, the schools have a clear overview and better decision for conducting the next planning. In short, it can be said that by executing or implementing the plan, the schools could see themselves more deeply, so that it is very useful for the school to make a continuous improvement and prevent the problem(s) which may appear in the future.

Related to the organizing of character education management in an organization, Pearce and Robinson, stated that the activity of formulating and implementing the strategy will strengthen the capability of the firm (organization) to prevent the problem which may appear in the future.²⁴

Goodstein *et.al*, further, said that character education management and organizing enables the organization's leaders to unleash the energy of the organization behind the shared vision and a shared belief that the vision can be fulfilled. It also helps the organization to develop, organize, and utilize a

²³ See appendix 4 for detail.

²⁴ J.A. Pearce & R.B. Robinson, *Manajemen Strategis* (Jakarta: Salemba Empat, 2009), 13.

better understanding of the environment in which it operates, or the industry or arena in which it operates, of its customers – current and potential- and of its own capabilities and limitations.²⁵

Nawawi adds that by implementing the strategy, the school could maintain the sense of belonging, the sense of responsibility, and the sense of participation among the members. It is as a result of the involvement of all school members from the activity of designing the plan till its execution.²⁶

The organizing of character education management could also ease the leader in controlling and evaluating the members' performance. The school decides the plan and clarifies the jobs to implement the plan. The job clearance, then, could ease the leader to control each individual's performance. One of the subjects says, *"By implementing the strategy, we could easily control the individual's performance since every job was clearly stated so that if there is any mistake we could detect it as soon as possible"*.²⁷

Nawawi, further, commented that the organizing of character education management which involves all of the organization sources in doing the functions of management could be used as a means to control the entire element of the school. This statement implies that implementing the strategy could also being used as a means to control and evaluate the staffs' performance.

²⁵ Leonard Goodstein *et al*, *Applied Character education management : How to Develop a Plan that Really Works* (Singapore: McGraww Hill, Inc, 1995), 6.

²⁶ Hadari Nawawi, *Manajemen Strategik* (Yogyakarta: Gadjah Mada University Press, 2005), 183.

²⁷ 01-01/W/IS.20 Maret 2015

Furthermore, the organizing of the character education management could also maintain the motivation from the school members including teachers and students. Motivation here means the willingness of the individual to do his/her best in his/her job. Motivation, meanwhile, according to Black and Porter said that motivation can be thought of as the set of forces that energize, direct, and sustain behavior. These forces can come from the person, the so-called push of internal forces, or they can come from the person, the so-called pull of external forces.²⁸

The findings show that the organizing of the character education management could motivate the leaders, teachers, and students to always make an improvement. Leader is motivated to make continuous improvement due to his clearance toward his school condition. Teacher, meanwhile, is also motivated because he assumes that he is also being in charge in doing the school program since he is being involved since the activity of the planning process. Besides that, he also has a clear job about what he should do and when he should start and finish the job, so that he has a strong eagerness from himself to do the best. In addition, for the students, the motivation comes out from the school program which is provided by the school. The school knows exactly what the clients' needs. As a consequence, the schools always provide the best programs to serve the clients.

²⁸ Black, Stewart and Lyman Porter, *Management: Meeting New Challenge* (New Jersey: Prentice Hall, 2000), 365.

Yusanto and Widjajakusuma stressed that the organizing of the strategy as one activity in the overall activity in strategic management can improve the motivation and maximize the role as well as the function of the staffs.²⁹

In line with what Widjaja and Yusanto said above, Herzberg pointed out that people are motivated to work in cooperation with others by both extrinsic motivators such as monetary rewards and intrinsic motivators such as recognition for achievement. Intrinsic motivation is the more powerful of the motivators and is increased when jobs are enriched, that is when the jobs are brought up to the skill levels of those performing them.³⁰

On the other hand, Pascale and Athos, stress on organizational culture resulted powerful motivation toward the staffs or organization's members'. They pointed out that an organization succeeds with its people, as individual, are emotionally engaged in some way, when they believe in what their group and their organization are doing, when the contribution they make to this organizational activity brings psychological satisfaction of some mind, something more than simple basic rewards. People believe and are emotionally engaged when their organization has a mission or set of values and when their own personal values match those of the organization. Organizational mission develop because people search for meaning and purpose and this search includes their work lives. To win commitment and

²⁹ Yusanto and Widjajakusuma, *Manajemen Strategis: Perspektif Syariah* (Jakarta: Khairul Bayan, 2003), 16.

³⁰ Herzberg in Ralph D. Stacey, *Strategic Management...*, 104.

loyalty and to secure consensus around performing tasks it becomes necessary to promote a sense of mission.³¹

The development of a sense of mission is seen as a central leadership tasks and a vitally important way of gaining commitment to, loyalty for, and consensus around, the nature and purpose of the existing organization. An organization with a sense of mission captures the emotional support of its people, even if only temporarily.

In sum, the successful strategic organizing can give the contributions to the school leaders, teachers, and students themselves. It is as a consequence that the improvement of the students quality is influenced by the leaders, teachers, and the students. Good leadership will never be effective if the students and teachers are not good. Meanwhile, good teachers and students will never be effective if there is no support from a good leadership.

³¹ Pascalae and Athos in Ralph D. Stacey, *Strategic Management...*, 105.